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ABSTRACT

Data on graduate enrollments by enrollment status, sex, citizenship, ethnic group, and discipline are presented based on the results of the 1986-1987 Graduate Enrollment Survey sponsored by the Council of Graduate Schools and the Graduate Record Examination Board. Questionnaire responses were received from 504 graduate-level institutions. Four sections of data are presented: data for all enrolled graduate students, data for only first-time graduate students in fall 1986, data on graduate degrees granted between July 1, 1985 and June 30, 1986, and data on completed applications submitted for the fall 1986 term. Findings include: the institutions enrolled a total of 953,400 graduate students in fall 1986 and 71% of these enrollments were at public institutions; nearly one-half of the students were women; part-time students constituted 53% of the total enrollment; 61% of women and 50% of men were enrolled part-time; Black students accounted for 4% percent of the total graduate enrollment, while Asians were 3% percent of the total, followed by Hispanic and American Indian students with 2% percent and 0.4% percent, respectively. The survey questionnaire and a new taxonomy of disciplines are appended. (SW)

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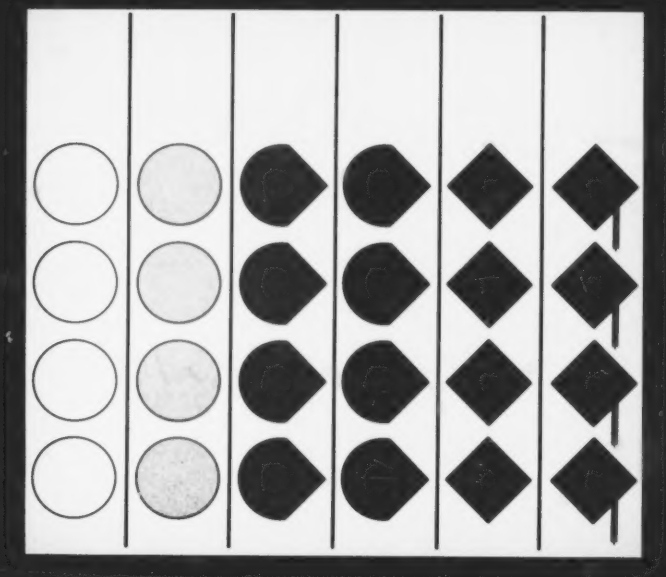
ANNUAL SURVEY OF GRADUATE ENROLLMENT



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1986 REPORT

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CGS/GRE Annual Survey of Graduate Enrollment

1986 Report

Peter D. Syverson
Council of Graduate Schools

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Educational Testing Service

Educational Testing Service, Princeton, New Jersey

December 1987

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Highlights

- CGS and affiliated institutions reported enrolling a total of 953,400 graduate students in the fall of 1986, constituting 87 percent of the total graduate enrollment nationwide. Seventy-one percent of these enrollments were at public institutions.

- Nearly one-half of the students were women, reflecting the trend that began in the 1960s for increasing numbers of women to pursue graduate education. Fifty-seven percent of the graduate students at master's-granting institutions were women.

- Part-time students constituted 53 percent of the total enrollment. Three-quarters of the graduate students at master's-granting institutions attended part-time, while at doctorate-granting institutions there was about an even split between full- and part-time students.

- Women were considerably more likely than men to enroll part-time in graduate school. In the fall of 1986, 61 percent of women and 50 percent of men were enrolled part-time.

- The proportion of foreign graduate students at responding CGS and affiliated institutions continues to grow, up from approximately 10 percent in 1984 to 12 percent of the graduate students enrolled in the fall of 1986.

- Black students continue to be the largest minority group among graduate students who are U.S. citizens, accounting for 4 percent of the total graduate enrollment. Asian students are the next largest group with 3 percent of the total, followed by Hispanic and American Indian students with 2 and 0.4 percent, respectively.

- Nearly a quarter of a million students enrolled in graduate programs for the first time at responding CGS and affiliated institutions in the fall of 1986. Men and women accounted for approximately equal shares of this first-time enrollment.

- The institutional respondents reported awarding 204,100 master's and 30,700 doctoral degrees in 1985-86, or about 71 and 97 percent of the national totals, respectively. Women earned approximately one-half of the master's degrees and one-third of the doctoral degrees.

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Preface

In 1985, the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board embarked on an effort to improve the data available on graduate education. At that time, very little data existed that covered the breadth of graduate programs in the United States. It was believed that the availability of timely data on graduate education would be a basis for improved decision making and practice. In addition, these data could be used to provide an accurate picture of U.S. graduate education to policy makers at the state and national levels. The vehicle for that effort was a revised CGS/GRE Survey of Graduate Enrollment. The new survey questionnaire and taxonomy of disciplines were designed and field tested during 1986 and launched in the beginning of 1987.

The report that follows is the result not only of that design effort, but of the efforts of all the graduate school deans and their staffs who labored to complete the questionnaire. We are indebted to them for their efforts.

This will be the first of what we expect to be a series of reports from the rich database now established. As the years progress, the usefulness of this database as a longitudinal instrument will grow considerably. Suggestions for improvement of the content or format of this report are welcome.

Jules B. LaPidus
President
Council of Graduate Schools

Kenneth L. Hoving
Chairman
Graduate Record Examinations Board

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Introduction

In the spring of 1985, the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board initiated a redesign of the Graduate Enrollment Survey to form the core of an accurate, timely, and useful national database on graduate education. The CGS Task Force on Data Needs in Graduate Education was charged with the redesign of the project. In a series of meetings with CGS and GRE staff, the Task Force fundamentally recast the survey so that it would yield data on graduate enrollments by enrollment status, sex, citizenship, ethnic group, and discipline. Developmental activities resulted in a taxonomy of disciplines that grouped graduate programs into 49 major disciplines and a new questionnaire designed to collect data on total enrollments as well as enrollments in 49 distinct disciplines. Sample pages from the new questionnaire are reproduced in Appendix A; the new taxonomy of disciplines can be found in Appendix B.

This report provides an analysis of the results of the 1986-87 Graduate Enrollment Survey. While the report contains an extensive set of data covering the major variables that are included in the survey, the report does not yet contain data subdivided by discipline. As is often typical of the first year of a complex survey, problems were encountered by both the survey directors and the survey respondents. Rather than waiting for the final results of the discipline-specific data, we chose to publish this report now, while proceeding with the analysis of the discipline data. Once the processing of the discipline data is completed, the results will be made available to the graduate community and included in future annual survey summary reports.

The survey questionnaire was mailed in January 1987 to 388 CGS member institutions and to 165 non-CGS institutions that belong to one of the four regional organizations affiliated with the Council (Northeastern Association of Graduate Schools, Conference of Southern Graduate Schools, Midwestern Association of Graduate Schools, and Western Association of Graduate Schools). Thus, 553 institutions were invited to participate in the 1986-87 Enrollment Survey. A table describing institutional response rates to items I through IV on the questionnaire can be found in Appendix C.

Results of this survey are presented in four sections. The first section provides data for all enrolled graduate students. The second section contains data for only first-time graduate students (that is, students at each institution for whom the fall 1986 term was their first postbaccalaureate term). The third section provides data on graduate degrees granted between July 1, 1985, and June 30, 1986. The fourth section presents data on completed applications submitted for the fall 1986 term.

Section I

Total Fall 1986 Graduate Enrollment

Table 1 shows that responses to the total graduate school enrollment item were received from 91 percent or 504 of the 553 institutions surveyed. Response was somewhat higher for doctorate-granting institutions (95 percent) than for those institutions granting the master's as their highest degree. There was no difference in the response rates for public and private institutions.

Responding institutions enrolled 953,400* students in the fall of 1986. This figure represents 87 percent of the approximately 1.1 million graduate students nationwide reported by the U.S. Department of Education (Center for Education Statistics, 1987). Total graduate enrollment has increased steadily during the 1980s, and is expected to continue to rise slowly in the near future. The results of the upcoming 1987-88 Enrollment Survey will be used to assess the rising enrollment hypothesis and analyze its effect by discipline.

Seventy-one percent of the 953,400 graduate students were enrolled at public institutions, while the remaining 29 percent were at private institutions. Doctorate-granting institutions accounted for 81 percent of graduate enrollment, with public doctorate-granting universities enrolling over one-half of all graduate students.

Table 1

Institutions Responding to Fall 1986 Total Enrollment Question

Highest Degree Offered	Type of Control	Number of Institutions Responding	Number of Institutions Total	Percent Response	Total Enrollment*
Master's	Public	137	158	87	136,300
	Private	65	77	84	45,900
	Subtotal	202	235	86	182,200
Doctorate	Public	186	196	95	538,000
	Private	116	122	95	233,100
	Subtotal	302	318	95	771,100
Total	Public	323	354	91	674,300
	Private	181	199	91	279,100
	Total	504	553	91	953,400

*All data in this report regarding number of students are rounded to the nearest 100.

Total Enrollment by Sex

Table 2 presents total fall 1986 graduate enrollment for men and women. Overall, men and women each constituted about one-half of the enrollments of those institutions reporting enrollment separately for men and women. This reflects one of the most significant trends in higher education in the United States over the past two decades--the increased participation of women in graduate education. In 1965, only one-third of all graduate students were women. By the early 1980s, the percent of women had leveled off at about 50 percent, but since the total number of graduate students has been increasing, the actual number of women in graduate school has also been increasing (Center for Education Statistics, 1987). At public institutions where the highest degree offered is the master's degree, women now outnumber men--constituting 60 percent of enrollment. However, at private doctorate-granting institutions women make up only about 42 percent of enrollment. Thus, although women have achieved parity with men in terms of total enrollment, their pattern of enrollment is substantially different from that of men.

Table 2

Total Fall 1986 Graduate Enrollment by Sex

Highest Degree Offered	Type of Control	Men		Women		No Response**		Total
		Number	%*	Number	%*	Number	%*	
Master's	Public	51,200	38	81,200	60	3,900	3	136,300
	Private	20,600	45	22,400	49	2,900	6	45,900
	Subtotal	71,800	39	103,600	57	6,800	4	182,200
Doctorate	Public	271,900	51	260,600	48	5,500	1	538,000
	Private	123,700	53	97,000	42	12,400	5	233,100
	Subtotal	395,600	51	357,600	46	17,900	2	771,100
Total	Public	323,100	48	341,800	51	9,400	1	674,300
	Private	144,300	52	119,400	43	15,400	6	279,100
	Total	467,400	49	461,200	48	24,800	3	953,400

*Unless otherwise noted, percentages throughout this report are based on the row total.

**Not all institutions provided complete responses to each questionnaire item. As a result, a "No Response" category has been created in each of the tables that follow so that the sum of the graduate students represented for a given questionnaire item (i.e., total graduate enrollment) will be consistent across all tables for that item.

Total Enrollment by Enrollment Status

Displayed in Table 3 are statistics on fall 1986 graduate enrollment by full- and part-time enrollment status. Overall, 42 percent of graduate students attended full-time and 53 percent attended part-time. These percentages were similar across public and private institutions. Not surprisingly, full-time/part-time status differed considerably between institutions where the highest degree is the master's and those where the highest degree is the doctorate (75 percent part-time and 47 percent part-time, respectively).

Table 3

Total Fall 1986 Graduate Enrollment by Enrollment Status

Highest Degree Offered	Type of Control	Full-time		Part-time		No Response		Total
		Number	%	Number	%	Number	%	
Master's	Public	28,000	21	106,000	78	2,300	2	136,300
	Private	11,900	26	29,900	65	4,100	9	45,900
	Subtotal	39,900	22	135,900	75	6,400	4	182,200
Doctorate	Public	246,600	46	246,200	46	45,200	8	538,000
	Private	111,000	48	119,100	51	3,000	1	233,100
	Subtotal	357,600	46	365,300	47	48,200	6	771,100
Total	Public	274,600	41	352,300	52	47,400	7	674,300
	Private	122,900	44	148,900	53	7,300	3	279,100
	Total	397,500	42	501,200	53	54,700	6	953,400

Total Enrollment by Sex and Enrollment Status

Table 4 provides further detail on the differential enrollment patterns of men and women. Men are about evenly divided between full- and part-time enrollment, with 214,700 men enrolled full-time and 212,400 part-time. In contrast, women are considerably more likely than men to enroll part-time in graduate school. In fall 1986, 256,900 women were part-time while only 166,200 were enrolled full-time. Although much of this overall difference can be accounted for by the fact that women enroll in master's institutions in higher numbers than men, this male/female difference still holds when one controls for institution type. For example, 55 percent of women enrolled at doctorate-granting institutions are enrolled part-time versus 46 percent of their male counterparts.

Table 4

Total Fall 1986 Graduate Enrollment by Sex and Enrollment Status

Highest Degree Offered	Type of Control	Men				Women				No Response		Total
		Full-time		Part-time		Full-time		Part-time				
		Number	%	Number	%	Number	%	Number	%	Number	%	
Master's	Public	11,900	9	34,900	26	14,900	11	58,800	43	15,800	12	136,300
	Private	6,500	14	13,500	29	5,500	12	16,300	36	4,100	9	45,900
	Subtotal	18,400	10	48,400	27	20,400	11	75,100	41	19,900	11	182,200
Doctorate	Public	134,300	25	106,200	20	103,000	19	132,600	25	61,900	12	538,000
	Private	61,900	27	57,700	25	42,900	18	49,100	21	21,500	9	233,100
	Subtotal	196,200	25	163,900	21	145,900	19	181,700	24	83,400	11	771,100
Total	Public	146,300	22	141,200	21	117,900	17	191,500	28	77,400	11	674,300
	Private	68,400	25	71,200	26	48,300	17	65,400	23	25,800	9	279,100
	Total	214,700	23	212,400	22	166,200	17	256,900	27	103,200	11	953,400

Total Enrollment for Ethnic Groups by Sex

The underrepresentation of minority-group members in U.S. higher education is a central issue for graduate education. Table 5 provides data on two variables relevant to this issue, the citizenship status of graduate students and the distribution of U.S. citizens across the various ethnic categories. The total enrollment of institutions that responded to this question is 877,800 as shown in Table 5. The difference between this figure and the total enrollment figure of 953,400 in Tables 1 through 4 can be attributed to nonresponse to this item on the questionnaire. Care should be exercised in the interpretation of these data because of the relatively high levels of nonresponse to this item. See Appendix C for additional information on the response rate to this questionnaire item (item IV).

Of the 877,800 graduate students enrolled at CGS and affiliated institutions, 12 percent were reported to be non-U.S. citizens. This figure is slightly higher than the 10 percent reported by the Department of Education for 1984 (Center for Education Statistics, 1987), reflecting the continuing growth in the number of foreign students pursuing graduate degrees in the United States. Further evidence of the growth in number of non-U.S. citizen graduate students comes from the Institute for International Education, which reports that the number of foreign students in U.S. graduate schools increased 10 percent from 1985-86 to 1986-87 (Institute for International Education, 1987).

White graduate students who are U.S. citizens account for 70 percent of all graduate students. Black students continue to be the largest U.S. citizen minority group, accounting for 4 percent of all graduate students. Asian/Pacific Islander students were found to be the next largest group with 3 percent of the total, followed by Hispanic and American Indian/Alaskan Native students with 2 and 0.4 percent, respectively. Thus, although minorities represented 17 percent of all 22-year-olds in 1985 (Brown, 1987), they constitute less than 10 percent of graduate enrollment.

This underrepresentation of certain minority groups in graduate school is evident also when the reference group is college graduates. Although 3 percent of bachelor's degrees awarded in 1984 were received by Hispanic students (National Center for Education Statistics cited in Brown, 1987) only 2 percent of graduate students in this sample are Hispanic. Similarly, Black students received 6 percent of bachelor's degrees but constitute only 4 percent of graduate enrollees. American Indian/Alaskan Native students, and Asian/Pacific Islanders enroll in graduate school at about the same rate as they graduate from college.

The relative number of male and female graduate students varies considerably over the citizenship and ethnic categories. Among foreign students, the number of men (70,300) is nearly three times the number of women (25,000). For U.S. citizen graduate students, the Asian/Pacific Islander group had more men than women, with 12,200 male students and 8,000 female students in fall 1986. In contrast, among Black graduate students there were almost twice as many women as men; there were 21,800 Black female students and 12,600 Black male students enrolled at responding institutions.

There were consistently more women then men in the remaining three ethnic groups listed in Table 5. Graduate students in the American Indian/Alaskan Native (1,200 men, 1,600 women), Hispanic (7,700 men, 8,200 women), and White groups (264,100 men, 294,000 women) were somewhat more likely to be women than men.

Well-established demographic trends indicate that U.S. minority populations in graduate education will grow considerably over the next two decades while the number of White U.S. citizens will decline (American Council on Education, 1983). A parallel trend is the decreasing share of White U.S. citizen male graduate students. Statistics of the Department of Education (Center for Education Statistics, 1987) show that in 1978, 49 percent of U.S. citizen graduate students were White males, decreasing to 44 percent in 1984. Graduate Enrollment Survey results for fall 1986 indicate that of those male and female graduate students reported to be U.S. citizens only 42 percent are White males. The most populous group within U.S. citizen graduate students is White females (47 percent), with non-White females accounting for 6 percent and non-White males 5 percent of fall 1986 enrollment.

Table 5

Total Fall 1986 Graduate Enrollment for Ethnic Groups by Sex

Ethnic Groups	Men		Women		No Response**		Total	
	Number	%*	Number	%*	Number	%*	Number	%*
Non-U.S. Citizens	70,300	18	25,000	6	10,200	12	105,500	12
U.S. Citizens								
Am. Indian/Alas.Native	1,200	1	1,600	1	300	1	3,100	1
Asian/Pacific Islander	12,200	3	8,000	2	2,300	3	22,500	3
Black, Non-Hispanic	12,600	3	21,800	6	3,600	4	38,000	4
Hispanic	7,700	2	8,200	2	5,600	7	21,500	2
White, Non-Hispanic	264,100	66	294,000	75	53,200	63	611,300	70
Subtotal	297,800	75	333,600	85	65,000	77	696,400	79
Unknown or No Response	31,500	8	35,200	9	9,200	11	75,900	9
Total	399,600	100	393,800	100	84,400	100	877,800**	100

*Percentages in this table are based on the column total.

**This figure represents the total enrollment at institutions that responded to this item on the questionnaire. The difference between this figure and the total enrollment figure of 953,400 in Tables 1 through 4 can be attributed to nonresponse to this item on the questionnaire.

Total Enrollment by Region*

The data in Table 6 reflect the geographic variation in graduate institutions across the United States. The New England region has the greatest percentage of both full-time and male students. Institutions in the Middle Atlantic states have the greatest percentage of part-time students, while the South Atlantic, East Central, and West Central regions lead in enrolling the highest proportion of women students.

Table 6

Profile of Total Fall 1986 Graduate Enrollment by Region*

Total Enrollment	New England Number	%	Middle Atlantic Number	%	South Atlantic Number	%	East Central Number	%	West Central Number	%	Mountain & Pacific Number	%	Total Number	%
Total	67,800	7	146,700	15	157,700	17	223,200	23	169,100	18	188,900	20	953,400	100
Sex														
Male	35,800	53	68,800	47	75,800	48	108,200	48	82,600	49	96,200	51	467,400	49
Female	31,900	47	65,900	45	80,100	51	111,500	50	86,500	51	85,300	45	461,200	48
No Response	100	1	12,000	8	1,800	1	3,500	2	0	0	7,400	4	24,800	3
Status														
Full-time	32,200	47	57,600	39	69,400	44	84,100	38	66,400	39	87,700	46	397,500	42
Part-time	33,300	49	88,500	60	87,300	55	119,200	53	90,600	54	82,300	44	501,200	53
No Response	2,300	3	600	1	1,000	1	19,900	9	12,100	7	18,900	10	54,700	6

*Regions in this survey are defined as follows:

New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Middle Atlantic: New Jersey, New York, and Pennsylvania

South Atlantic: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, Puerto Rico, South Carolina, Virginia, and West Virginia

East Central: Alabama, Illinois, Indiana, Kentucky, Michigan, Mississippi, Ohio, Tennessee, and Wisconsin

West Central: Arkansas, Iowa, Kansas, Louisiana, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Texas

Mountain & Pacific: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming

**Percentages in the first row of this table are based on the row total, however, percentages in the following rows are based on the column total.

Section II

First-Time Fall 1986 Graduate Enrollment

While total enrollment figures provide a valuable description of the status of the entire graduate student population, they are slow to provide an indication of future changes in enrollment. A shift in total enrollment may be caused by factors all along the graduate student pipeline, from input (new matriculants) to output (degree recipients). First-time enrollment, however, provides an early indicator of future enrollment trends. If change does occur--if a group of students either increases or decreases in number--we should be able to first detect that trend through data on the newly matriculated students. Institutional response rates to the item on first-time graduate enrollment are presented in Appendix C (item I).

First-Time Enrollment by Sex

Table 7 shows that CGS and affiliated institutions responding to the Enrollment Survey enrolled 226,500 graduate students in the fall of 1986, with a nearly even distribution of men and women. Percentages across public/private and master's/doctorate dimensions are nearly identical to comparative figures for total graduate enrollment in Table 2. For example, of new students, 18 percent are enrolled at master's institutions, and 82 percent at doctorate, with 68 percent at public and 32 percent at private institutions, about the same percentages as for total graduate enrollment. Thus these data are indicative of a reasonably stable student population across several broad characteristics.

Table 7

First-Time Fall 1986 Graduate Enrollment by Sex

Highest Degree Offered	Type of Control	Men		Women		No Response		Total
		Number	%	Number	%	Number	%	
Master's	Public	10,600	37	16,700	58	1,300	5	28,600
	Private	5,500	44	5,900	47	1,200	10	12,600
	Subtotal	16,100	39	22,600	55	2,500	6	41,200
Doctorate	Public	61,100	48	58,100	46	7,100	6	126,300
	Private	31,000	53	24,100	41	3,900	7	59,000
	Subtotal	92,100	50	82,200	44	11,000	6	185,300
Total	Public	71,700	46	74,800	48	8,400	5	154,900
	Private	36,500	51	30,000	42	5,100	7	71,600
	Total	108,200	48	104,800	46	13,500	6	226,500

First-Time Enrollment by Enrollment Status

An apparent deviation from this general finding of stability in the graduate population, and one that bears scrutiny in future CGS/GRE Enrollment Surveys, can be found in an analysis of the full- and part-time data in Table 8. Interestingly, these findings conflict with the recent trend for increasing numbers of students to pursue graduate study on a part-time basis. While 53 percent of total enrollment was part-time, only 41 percent of the first-time enrollment was part-time. This lower proportion of part-time enrollment for first-time students is consistent for both master's- and doctorate-granting institutions. It may be that a larger proportion of students begin graduate study on a full-time basis and then shift to part-time status. Note, however, that fewer institutions responded to the full-time/part-time question for first-time enrollments than for total enrollments. Comparison of these findings with results of the next CGS/GRE Enrollment Survey should shed light on this phenomenon.

Table 8

First-Time Fall 1986 Graduate Enrollment by Enrollment Status

Highest Degree Offered	Type of Control	Full-time		Part-time		No Response		Total
		Number	%	Number	%	Number	%	
Master's	Public	6,500	23	17,300	60	4,800	17	28,600
	Private	5,200	41	7,300	58	100	1	12,600
	Subtotal	11,700	28	24,600	60	4,900	12	41,200
Doctorate	Public	62,700	50	43,400	34	20,200	16	126,300
	Private	31,700	54	24,300	41	3,000	5	59,000
	Subtotal	94,400	51	67,700	37	23,200	13	185,300
Total	Public	69,200	45	60,700	39	25,000	16	154,900
	Private	36,800	51	31,600	44	3,200	4	71,600
	Total	106,000	47	92,300	41	28,200	12	226,500

First-Time Enrollment for Ethnic Groups by Sex

The data in Table 9 should be considered with some caution because only 64 percent of the surveyed institutions provided information on first-time enrollment by ethnic group and sex. Nevertheless, two findings from Table 9 deserve mention. First, 15 percent of first-time students are foreign, slightly higher than the 12 percent overall reported in Table 5. This larger percentage of foreign students is consistent for both men and women and confirms the continuance of the trend of growing numbers of foreign students to pursue graduate study in the United States. Second, the percentage distribution of first-time students across ethnic groups is nearly identical to that of the total student population shown in Table 5. This is indicative of a generally stable graduate student population in the near term and reflects the need for sustained and long-term efforts to increase participation of minority students in graduate education.

Table 9

First-Time Fall 1986 Graduate Enrollment for Ethnic Subgroups by Sex

Ethnic Subgroups	Men		Women		No Response		Total	
	Number	%*	Number	%*	Number	%*	Number	%*
Non-U.S. Citizens	16,800	20	6,800	9	2,200	17	25,800	15
U.S. Citizens								
Am. Indian/Alas. Native	300	1	400	1	0	0	700	1
Asian/Pacific Islander	2,700	3	1,800	2	600	5	5,100	3
Black, Non-Hispanic	2,700	3	4,200	5	400	3	7,300	4
Hispanic	1,700	2	1,700	2	300	2	3,700	2
White, Non-Hispanic	53,500	63	57,800	72	7,300	55	118,600	67
Subtotal	60,900	72	65,900	83	8,600	65	135,400	76
Unknown or No Response	6,800	8	7,100	9	2,400	18	16,300	9
Total	84,500	100	79,800	100	13,200	100	177,500**	100

*Percentages in this table are based on the column total.

**This figure represents the first-time enrollment at institutions that responded to this item on the questionnaire. The difference between this figure and the first-time enrollment figure of 226,500 in Tables 7 and 8 can be attributed to nonresponse to this item on the questionnaire.

Section III

Graduate Degrees Awarded between July 1, 1985, and June 30, 1986

Master's Degrees Awarded by Sex

Table 10 shows that CGS and affiliated institutions awarded 204,100 master's degrees between July 1, 1985, and June 30, 1986. These figures constitute 71 percent of the 288,567 master's degrees granted nationwide over the same period (Center for Education Statistics, forthcoming). Consistent with the enrollment figures cited earlier, master's-granting institutions awarded more master's degrees to women than to men, with doctoral institutions granting the greater number to men. Notably, women earned more master's degrees at public institutions than did men (62,600 women, 57,800 men), while just the opposite was the case for private institutions (32,900 men, 26,600 women).

Table 10

Master's Degrees Awarded between July 1, 1985, and June 30, 1986, by Sex

Highest Degree Offered	Type of Control	Men		Women		No Response		Total
		Number	%	Number	%	Number	%	
Master's	Public	10,700	35	15,400	50	4,400	14	30,500
	Private	5,600	46	5,900	48	800	7	12,300
	Subtotal	16,300	38	21,300	50	5,200	12	42,800
Doctorate	Public	47,100	43	47,200	43	14,400	13	108,700
	Private	27,300	52	20,700	39	4,500	9	52,500
	Subtotal	74,400	46	67,900	42	18,900	12	161,200
Total	Public	57,800	42	62,600	45	18,800	14	139,200
	Private	32,900	51	26,600	41	5,400	8	64,900
	Total	90,700	44	89,200	44	24,200	12	204,100

Doctoral Degrees Awarded by Sex

Table 11 shows that CGS and affiliated institutions awarded 30,700 doctoral degrees between July 1, 1985, and June 30, 1986. This figure constitutes 97 percent of the 31,770 doctoral degrees granted nationwide over the same period (National Research Council, forthcoming).

In contrast to master's degree recipients, men represent the majority of doctoral degree recipients, earning 57 percent of the doctorates granted in 1985-86. Nevertheless, both the number and percentage of women doctorate recipients have continued to grow through the 1980s. Data compiled by the National Research Council show that since 1976, the proportion of women earning new doctorates increased from 23 to 35 percent of the total (National Research Council, 1986).

Table 11

Doctoral Degrees Awarded between July 1, 1985, and June 30, 1986, by Sex

Highest Degree Offered	Type of Control	Men		Women		No Response		Total
		Number	%	Number	%	Number	%	
Doctorate	Public	11,400	55	6,700	33	2,500	12	20,600
	Private	6,000	59	3,400	34	700	7	10,100
	Total	17,400	57	10,100	33	3,200	10	30,700

Section IV

Completed Applications Submitted for Fall 1986

Table 12 shows that 684,100 completed applications were processed by the surveyed institutions for admission to graduate study for the fall 1986 term. Across all institutions, 52 percent, or 358,600, of those applications were accepted. The greatest variation in acceptance rates was between master's and doctorate institutions, with master's-granting institutions accepting 80 percent and doctorate-granting institutions 49 percent of applications submitted. Private doctoral institutions reported the lowest acceptance percentage, accepting 47 percent and rejecting 48 percent of all applications submitted.

Table 12

Total Number of Completed Applications Submitted for Fall 1986

Highest Degree Offered	Type of Control	Accepted		Rejected		Other*		Total
		Number	%	Number	%	Number	%	
Master's	Public	41,100	79	10,100	20	500	1	51,700
	Private	17,200	80	3,800	18	600	3	21,600
	Subtotal	58,300	80	13,900	19	1,100	2	73,300
Doctorate	Public	203,600	50	182,600	45	20,300	5	406,500
	Private	96,700	47	99,000	48	8,500	4	204,200
	Subtotal	300,300	49	281,600	46	28,800	5	610,700
Total	Public	244,700	53	192,800	42	20,800	5	458,300
	Private	113,900	50	102,800	46	9,100	4	225,800
	Total	358,600	52	295,600	43	29,900	4	684,100

*The "Other" category includes completed applications that did not fall into one of the other two categories (accepted or rejected). For example, deferred applications would be included in this category.

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American Council on Education. (1983). Demographic Imperatives: Implications for Educational Policy. Washington, D.C.: Author.

Brown, S.V. (1987). Minorities in the Graduate Education Pipeline. Princeton, N.J.: Educational Testing Service.

Center for Education Statistics. (1987). Digest of Education Statistics, 1987. Washington, D.C.: U.S. Department of Education.

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National Research Council. (1986). Summary Report 1985: Doctorate Recipients from United States Universities. Washington, D.C.: National Academy Press.

National Research Council. (forthcoming). Summary Report 1986: Doctorate Recipients from United States Universities. Washington, D.C.: National Academy Press.

Zikopoulos, M. (Ed.). (1987). Open Doors: 1986/87. New York, N.Y.: Institute for International Education.

Appendix A

1986-87 CGS/GRE Survey of Graduate Enrollment

Total Graduate School Data Sheet

Instructions for completing this data sheet are on the back of this page.

Institution Name: _____ GRE Institution Code: _____

I. Graduate Enrollment by Gender for 1986 Fall Term	First Time			Total		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Male						
Female						
Total						

II. Number of Degrees Conferred between July 1, 1985, and June 30, 1986, by Gender	Master's	Doctoral
Male		
Female		
Total		

III. Number of Completed Applications for 1986 Fall Term	Total
Accepted	
Rejected	
Total Submitted	

IV. Graduate Enrollment by Ethnicity for 1986 Fall Term		First Time			Total		
		Male	Female	Total	Male	Female	Total
Non-U.S. Citizens							
U.S. Citizens	Amer. Indian/Alaskan Native						
	Asian or Pacific Islander						
	Black Non-Hispanic						
	Hispanic--Total						
	Puerto Rican						
	Mexican American						
	Other Hispanic						
	White Non-Hispanic						
	Other or Unknown						

V. Full-time Graduate Tuition for 1986 Fall Term	In State	Out of State	Calculated by Semester (S), Quarter (Q), or Other (O)
Total			

Instructions for Completing Total Graduate School Data Sheet

Please provide as much information as you have available. If you cannot provide information for a particular question, or section of a question, please enter "NA" (Not Available) in the corresponding boxes and continue to the next question. Enter "0" (ZERO) when the information you are supplying is zero (for example, if you do not have part-time students you would enter "0" in all boxes pertaining to numbers of part-time students).

In questions I to IV, the sum of all categories should equal the total (i.e., male + female = total enrollment, full time + part time = total enrollment, etc.). If large discrepancies are found within any question we will return the data sheet to you for verification.

In question II, if the highest degree your institution offers is a master's or specialist degree, enter "X" (Does Not Apply) in the three boxes corresponding to number of doctoral degrees awarded.

In question V, please supply the total amount of tuition a full-time graduate student would pay for the fall term. Do not supply tuition by the credit hour.

Enrollment Status Definitions

First Time	Students admitted and enrolled for the first time in graduate studies at your institution for the fall term.
Full Time	Students enrolled for credit in advanced-degree programs (not regular staff members or postdoctoral candidates) who are engaged full time in training activities in their field; these activities may embrace any appropriate combination of study, teaching, and research, depending on your institution's own policy.
Part Time	Students who are enrolled in advanced-degree programs who are NOT pursuing graduate work full time as defined above.

Ethnicity Definitions

American Indian or Alaskan Native	A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
Black, Non-Hispanic	A person having origins in any of the Black racial groups of Africa (except those of Hispanic origin).
Hispanic--Total	A person having origins in any of the original peoples of Puerto Rico, Mexico, Cuba, Central America, South America, or other Spanish culture, regardless of race. On the data sheet this total is further broken down into three Hispanic subgroups -- Puerto Rican, Mexican American, and Other Hispanic (Cuban, Central American, South American or other Spanish culture).
White, Non-Hispanic	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
Non-U.S. Citizen	An individual who has not attained U.S. citizenship, including a resident or non-resident alien.

Thank you for your help. If you have any questions, please call Ms. Dawn Robinson at the GRE Program office, (609) 734-1148.

1986-87 CGS/GRE Survey of Graduate Enrollment

Discipline Data Sheet: Agriculture (00)

Instructions for completing this data sheet are on the back of this page. The following disciplines should be combined when completing this data sheet. Any additional related disciplines that do not appear below should also be included.

Agricultural Economics
Agricultural Production
Agronomy
Animal Sciences
Fishery Sciences
Food Sciences
Forestry and Related Sciences
Horticulture
Resource Management
Parks and Recreation Management
Plant Sciences
Renewable Natural Resources
Soil Sciences
Wildlife Management
Agriculture, Other

Institution Name: _____ GRE Institution Code: _____

I. Graduate Enrollment by Gender for 1986 Fall Term	First Time			Total		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Male						
Female						
Total						

II. Number of Degrees Conferred between July 1, 1985, and June 30, 1986, by Gender	Master's	Doctoral
Male		
Female		
Total		

III. Number of Completed Applications for 1986 Fall Term	Total
Accepted	
Rejected	
Total Submitted	

IV. Graduate Enrollment by Ethnicity for 1986 Fall Term		First Time			Total		
		Male	Female	Total	Male	Female	Total
Non-U.S. Citizens							
U.S. Citizens	Amer. Indian/Alaskan Native						
	Asian or Pacific Islander						
	Black Non-Hispanic						
	Hispanic--Total						
	Puerto Rican						
	Mexican American						
	Other Hispanic						
	White Non-Hispanic						
	Other or Unknown						

Instructions for Completing Discipline Data Sheet

Please provide as much information as you have available. If you cannot provide information for a particular question, or section of a question, please enter "NA" (Not Available) in the corresponding boxes and continue to the next question. Enter "0" (ZERO) when the information you are supplying is zero (for example, if you do not have part-time students you would enter "0" in all boxes pertaining to numbers of part-time students).

In questions I to IV, the sum of all categories should equal the total (i.e., male + female = total enrollment, full time + part time = total enrollment, etc.). If large discrepancies are found within any question we will return the data sheet to you for verification.

In question II, if the highest degree your institution offers is a master's or specialist degree, enter "X" (Does Not Apply) in the three boxes corresponding to number of doctoral degrees awarded.

Enrollment Status Definitions

First Time	Students admitted and enrolled for the first time in graduate studies at your institution for the fall term.
Full Time	Students enrolled for credit in advanced-degree programs (not regular staff members or postdoctoral candidates) who are engaged full time in training activities in their field; these activities may embrace any appropriate combination of study, teaching, and research, depending on your institution's own policy.
Part Time	Students who are enrolled in advanced-degree programs who are NOT pursuing graduate work full time as defined above.

Ethnicity Definitions

American Indian or Alaskan Native	A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
Black, Non-Hispanic	A person having origins in any of the Black racial groups of Africa (except those of Hispanic origin).
Hispanic--Total	A person having origins in any of the original peoples of Puerto Rico, Mexico, Cuba, Central America, South America, or other Spanish culture, regardless of race. On the data sheet this total is further broken down into three Hispanic subgroups -- Puerto Rican, Mexican American, and Other Hispanic (Cuban, Central American, South American or other Spanish culture).
White, Non-Hispanic	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
Non-U.S. Citizen	An individual who has not attained U.S. citizenship, including a resident or non-resident alien.

Thank you for your help. If you have any questions, please call Ms. Dawn Robinson at the GRE Program office, (609) 734-1148.

Appendix B

TAXONOMY OF DISCIPLINES

NATURAL SCIENCES

AGRICULTURE (00)

- Agricultural Economics
- Agricultural Production
- Agronomy
- Animal Sciences
- Fishery Sciences
- Food Sciences
- Forestry and Related Sciences
- Horticulture
- Resource Management
- Parks and Recreation Management
- Plant Sciences
- Renewable Natural Resources
- Soil Sciences
- Wildlife Management
- Agriculture, Other

BIOLOGICAL SCIENCES (01)

- Anatomy
- Biochemistry
- Biology
- Biometry
- Biophysics
- Botany
- Cell and Molecular Biology
- Ecology
- Embryology
- Entomology and Parasitology
- Genetics
- Immunology
- Microbiology
- Neurosciences
- Nutrition
- Pathology
- Pharmacology
- Physiology
- Toxicology
- Zoology
- Biological Sciences, Other

CHEMISTRY (02)

- Analytical Chemistry
- Inorganic Chemistry
- Organic Chemistry
- Pharmaceutical Chemistry
- Physical Chemistry
- Polymer Chemistry
- Chemistry, Other

COMPUTER AND INFORMATION SCIENCES (03)

- Computer Sciences
- Information Sciences
- Microcomputer Applications
- Systems Analysis
- Computer Sciences, Other

EARTH, ATMOSPHERIC, AND MARINE SCIENCES (04)

- Atmospheric Sciences
- Earth Sciences
- Environmental Sciences
- Geochemistry
- Geology
- Marine Sciences
- Meteorology
- Oceanography
- Other Geosciences
- Earth, Atmospheric, and Marine Sci., Other

HEALTH AND MEDICAL SCIENCES (05)

- Allied Health
- Audiology
- Dental Sciences
- Epidemiology
- Health Science Administration
- Medical Sciences
- Nursing
- Pharmacy
- Public Health
- Speech Pathology
- Veterinary Science
- Health and Medical Sciences, Other

MATHEMATICAL SCIENCES (06)

- Actuarial Sciences
- Applied Mathematics
- Mathematics
- Probability and Statistics
- Mathematical Sciences, Other

PHYSICS AND ASTRONOMY (07)

- Astronomy
- Astrophysics
- Atomic and Molecular Physics
- Elementary Particles
- Nuclear Physics
- Optics
- Physics
- Planetary Science
- Solid State Physics
- Physics and Astronomy, Other

NATURAL SCIENCES, OTHER (09)

- Other Natural Sciences

ENGINEERING

CHEMICAL ENGINEERING (10)

Chemical Engineering
Pulp and Paper Production
Wood Science

CIVIL ENGINEERING (11)

Architectural Engineering
Civil Engineering
Environmental/Sanitary Engineering

ELECTRICAL AND ELECTRONICS ENGINEERING (12)

Computer Engineering
Communications Engineering
Electrical Engineering
Electronics Engineering

INDUSTRIAL ENGINEERING (13)

Industrial Engineering
Operations Research

MATERIALS ENGINEERING (14)

Ceramic Engineering
Materials Engineering
Materials Science
Metallurgical Engineering

MECHANICAL ENGINEERING (15)

Engineering Mechanics
Mechanical Engineering

ENGINEERING, OTHER (19)

Aeronautical Engineering
Aerospace Engineering
Agricultural Engineering
Bioengineering
Biomedical Engineering
Engineering Science
Geological Engineering
Marine Engineering
Mining Engineering
Nuclear Engineering
Petroleum Engineering
Systems Engineering
Engineering, Other

SOCIAL SCIENCES

ANTHROPOLOGY (20)

Anthropology
Archaeology

ECONOMICS (21)

Economics
Econometrics

POLITICAL SCIENCE (22)

International Relations
Political Science and Government
Public Policy Studies

PSYCHOLOGY (23)

Clinical Psychology
Cognitive Psychology
Community Psychology
Comparative Psychology
Counselling Psychology
Developmental Psychology
Experimental Psychology
Industrial and Organizational Psychology
Personality Psychology
Physiological Psychology
Psychometrics
Quantitative Psychology
Social Psychology
Psychology, Other

SOCIOLOGY (24)

Demography
Sociology

SOCIAL SCIENCES, OTHER (29)

Area Studies
Criminal Justice/Criminology
Ethnic Studies
Geography
Urban Studies
Social Sciences, Other

HUMANITIES AND ARTS

ARTS, FINE AND APPLIED (30)

Art
Art History and Criticism
Dance
Drama/Theatre Arts
Music
Music History
Musicology
Arts, Fine and Applied, Other

ENGLISH LANGUAGE AND LITERATURE (31)

English Language and Literature
American Language and Literature
Creative Writing
English Language and Literature, Other

FOREIGN LANGUAGES AND LITERATURE (32)

Asiatic Languages
French
Germanic Languages
Italian
Russian
Semitic Languages
Spanish
Foreign Languages and Literature, Other

HISTORY (33)

American History
European History
History of Science
History, Other

PHILOSOPHY (34)

All Philosophy Fields

HUMANITIES AND ARTS, OTHER (39)

Classics
Comparative Literature
Humanities
Linguistics
Speech and Debate
Other Humanities and Arts

EDUCATION

ADMINISTRATION (40)

Educational Administration
Educational Supervision

CURRICULUM AND INSTRUCTION (41)

Curriculum and Instruction

EARLY CHILDHOOD EDUCATION (42)

Early Childhood Education

ELEMENTARY EDUCATION (43)

Elementary Education
Teacher Education, Specific
Elementary Subject Areas

EVALUATION AND RESEARCH (44)

Educational Statistics and Research
Educational Testing, Evaluation, and Measurement
Educational Psychology
Elementary and Secondary Research
Higher Education Research

SECONDARY EDUCATION (45)

Secondary Education
Teacher Education, Specific
Secondary Subject Areas

SPECIAL EDUCATION (46)

Education of the Gifted
Education of the Handicapped
Education of Specific Learning Disabilities
Remedial Education
Other Special Education Fields

STUDENT COUNSELLING AND PERSONNEL SERVICES (47)

Personnel Services
Student Counselling
Student Counselling and Personnel Services, Other

EDUCATION, OTHER (49)

Adult and Continuing Education
Bilingual/Crosscultural Education
Educational Media
Educational Policy
Higher Education
Social Foundations
Teaching English as a Second Language/Foreign Language
Other Education Fields

BUSINESS

ACCOUNTING (50)

Accounting
Taxation

BANKING AND FINANCE (51)

Commercial Banking
Finance
Investments and Securities

BUSINESS ADMINISTRATION AND MANAGEMENT (52)

Business Administration and Management
Human Resources Development
Institutional Management
Labor/Industrial Relations
Management Science
Organizational Behavior
Personnel Management
Business Management, Other

BUSINESS, OTHER (59)

International Business
Management Information Systems
Marketing, Real Estate and Insurance
Business Fields, Other

OTHER FIELDS

ARCHITECTURE AND ENVIRONMENTAL DESIGN (60)

Architecture
City and Regional Planning
Environmental Design
Architecture and Environmental Design, Other

COMMUNICATIONS (61)

Journalism
Mass Communications
Public Relations
Radio, TV, and Film Speech Communication
Communications, Other

HOME ECONOMICS (62)

Consumer Economics
Family Relations
Home Economics, Other

LIBRARY AND ARCHIVAL SCIENCES (63)

Library Science
Archival Science

PUBLIC ADMINISTRATION (64)

Public Administration

RELIGION AND THEOLOGY (65)

Religious Education
Religious Studies
Theology

SOCIAL WORK (66)

Social Work

OTHER FIELDS (99)

Interdisciplinary Programs
Law
Other Fields Not Classified Above

Appendix C

Institutions Responding to Items I through IV* on the Questionnaire

The 1986-87 CGS/GRE Survey of Graduate Enrollment was sent to 553 institutions in the United States offering graduate-level study. Three hundred eighteen institutions surveyed offer the doctoral degree, representing 96 percent of the approximately 330 institutions in the U.S. offering research-oriented doctoral degree programs. Two hundred thirty-five of the institutions surveyed grant the master's degree as their highest degree constituting 45 percent of the master's-granting institutions nationwide. A second measure of the institutional coverage is in the number of degrees granted. Surveyed institutions granted 97 percent of all research-doctorate degrees and 70 percent of the master's degrees. Thus, the data provided by these institutions cover most graduate students and should be considered to represent fairly the breadth of graduate education in the U.S.

Table C-1

Institutions Responding to Items I through IV*

Highest Degree Offered	Type of Control	Total Number of Institutions	Item I				Item II		Item III		Item IV			
			First-time		Total		Total		Total		First-Time		Total	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Master's	Public	158	114	72	137	87	137	87	102	65	87	55	120	76
	Private	77	57	74	65	84	64	83	52	68	41	53	51	66
	Subtotal	235	171	73	202	86	201	86	154	66	128	54	171	73
Doctorate	Public	196	173	88	186	95	187	95	153	78	141	72	178	91
	Private	122	107	88	116	95	115	94	102	84	84	69	100	82
	Subtotal	318	280	88	302	95	302	95	255	80	225	71	278	87
Total	Public	354	287	81	323	91	324	92	255	72	228	64	298	84
	Private	199	164	82	181	91	179	90	154	77	125	63	151	76
	Subtotal	553	451	82	504	91	503	91	409	74	353	64	449	81

*Items in the questionnaire are as follows:

Item I: Graduate enrollment by sex for 1986 fall term

Item II: Number of degrees conferred between July 1, 1985, and June 30, 1986, by sex

Item III: Number of completed applications for 1986 fall term

Item IV: Graduate enrollment by ethnicity for 1986 fall term